

Learning Conversation Notes	
Name of Partner: TTUSD School Readiness	Date: December 5, 2007
Conversation Participants: Sylvia Ambriz, Nancy Baggett, Blanca Barrón, Kim Bradley, Sarah Coolidge, Janice Critchlow, Eileen Fahrner, Susan Fernandes, Don Ferretti, Cathy Ferron, Irene Gómez, Maria Heredia, Cristine Hereth, Amy Kelley, Chrystine Klett, Laurie Martin, and Teri Randall	
Outcomes: <ul style="list-style-type: none"> • Children live in home environments supportive of cognitive development. • Children prenatal through 5 are making developmental progress towards school readiness. • Schools are ready for children. 	
Performance Measures: <ul style="list-style-type: none"> • Demographics - broken down by age, gender, ethnicity, and when services were provided utilizing the First 5 Placer Demographic Tool. This will include; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. • Number of families who report reading or telling stories regularly to their children • Parent survey and the number of parents participating in family literacy programs • Ages and Stages Questionnaires • Kinder Camp Assessment • Desired Results Developmental Profile (DRDP-R) • PreK/K Articulation Surveys 	
Number of Children Served:	135
When served:	7/1/07 – 11/16/07
Gender:	
- Male	78
- Female	57
Ages:	
- Prenatal	0
- < 1 year	29
- 1 year	11
- 2 years	13
- 3 years	14
- 4 years	21
- 5 years	31
- Unknown	6
Ethnicity:	
- Alaskan Native/ American Indian	
- Asian	
- Black/African American	
- Hispanic/Latino	128
- Pacific Islander	
- White	5
- Multiracial	1
- Other	1

What is this data telling us about achievement of outcomes?

Demographics

Gender

- More boys than girls; similar to the county as a whole.

Ages

- The majority of the children served are three and four-year olds.
- The program has no waiting list at this time and is able to enroll all children whose parents request services.
- High number of children under one-year old. Learning starts at birth. Younger children are being exposed to language-rich environments. Many are younger siblings of older children who are also enrolled in the program. However, if at some point there is a waiting list or a program expansion, may need to look at serving mainly the older preschool children.
- Program is seeing some parents being more active with their second child than they were with their first child as a result of being in the School Readiness program.
- There are many young moms right now with younger babies, who are interested in starting school readiness skills earlier.
- The program has strategies to meet the developmental needs of each age range.
- Most of the five-year olds attended Kinder Camp.
- More children are attending preschool programs. There are new programs in the Kings Beach area.

Ethnicity and primary language

- Ethnicity is reflective of community and school population.
- Fifteen children are from homes where English is the primary language; 119 are from homes where the primary language is Spanish. Program staff believe that this may be due to the fact that more Hispanic families are speaking English in the home, because of the programs offered. May include those families where one parent speaks primarily Spanish and the other primarily English. Also may include young parents who went through the local school system.

Special needs

- Three children are eligible for Part B of IDEA and three for Part C of IDEA.
- Program staff are happy to see that they are defining and finding kids with special needs earlier so that they can be better served.
- ASQ has been a tool to identify children who need extra help – a few children were identified in this reporting period.
- While collecting this data still needs to improve – there are still too many *unknowns* – the promotoras have really focused on getting this data.

Areas served

- Many children and families walk to the program. Therefore, it makes sense that most participants are from the Kings Beach area.

Parents/caregivers

- There are 79 parents and 135 children. This indicates that most parents have more than one child in the program.
- Sixty-nine parents are women and 10 are men. The men are often working during the day and tend to participate in the evening classes.
- Moms are becoming more empowered and making changes in their families. They are sharing information with the dads and this seems to be encouraging fathers to become involved.
- While more dads are attending, it is expected there will always be more moms than dads involved for a variety of reasons. Staff is considering what a good goal would be for dad involvement.

- One couple is interested in the message being delivered and is attending classes even though they do not have children, yet.
- The majority of the parents are under 30 years old. Teen parents are attending. Older ages include mothers and some grandmothers.

Parent survey and the number of parents participating in family literacy programs

Number of parents participating

- The Family Room is open five days a week from 9:00 – 11:30 am and two evenings a week.
- The Family Room has 131 parents attending five programs (some parents are counted multiple times). Nine families attend every program, every day.
- The parents seem to be more comfortable participating in the parenting class than in the past. May be because the promotoras start out working on learning activities with the parents, which opens the way to discuss sensitive parenting issues.
- Offering classes in the evening increases overall numbers of parents participating.
- Relationship with WIC has increased parents participating in literacy activities.
- A First 5 partner trained the promotoras last spring in the Musikgarten program. Promotoras have been able to implement it successfully.

Parent Surveys

- Please see attachment for full results.
- While responses were mainly positive, each question had one negative response. There were only three negative responses that seem to be been from two parents.
- An overwhelming number of parents are receiving and understanding the parenting and literacy information.
- Most parents were very satisfied, some were satisfied, and only a few were not satisfied. At times the Family Room is very busy and that might decrease satisfaction.
- Lowest satisfaction was in the health and nutrition areas.
- Parent participation had a relatively lower satisfaction score. This was due to the fact that some parents were observing other parents ignoring their children because they wanted to do the activities themselves.
- Many of the responses indicated a deep understanding of the core principles being taught. Indicates that Outcome One is being achieved.
- Parents are interested in their children's development and indicate that they would like more information about brain development and developmental stages.
- Parents are interested in how to parent teens as well as younger children. Indicates that many parents have both adolescent and preschool children. Parent comments indicate that they *don't want to repeat the same mistakes* with their younger children.

Number of families who report reading or telling stories regularly to their children

- A retrospective evaluation was given to 30 (out of 79) parents/caregivers who participated in the Family Room programs.
- The Family Room has a monthly paperwork day. This ensures that all paperwork and assessments are being done. However, may limit the responses to those parents who attend in the daytime.
- There is growth in the parents' knowledge of understanding the importance of reading to their children every day.
- Question 2 shows that more parents are actually reading to their children at home as a result of what they're learning in the Family Room.

Ages and Stages Questionnaires (ASQ)

- In the past, ASQs have been a paperwork challenge for the promotoras and the families. Therefore, the program has instituted a paperwork day. A promotora indicated that this system is working very well.
- The first ASQ given on a child is done by the promotora and the parent. The promotora reads the question, the parent responds, and the promotora shares her perspective. The goal is that the parent will be eventually be able to do the ASQ on their own.
- This screening tool serves as a fun, educational tool for the parents. They find it exciting to see how their children are developing. It also gives the parents some ideas on activities they can help their children learn.
- The ASQ can be a good indicator that there may be some situations that need to be addressed.
- Overall, the children seem to be doing well. The majority of the children, with a few exceptions, are above the cutoff. There are only 4-5 children who are not totally scoring within the normal range for their ages. There are two children who are below cutoff in a few areas but given their circumstances (identified special needs), this is to be expected. It's exciting to see that even these two children are borderline or above cutoff in some areas.
- Any score that is below or at borderline is looked at very carefully. The promotoras talk with the parents and the supervisors. Appropriate referrals are made.
- This data is speaking primarily to the second outcome. Of the 26 children, the data indicates that they are making progress toward school readiness.

Desired Results Developmental Profile (DRDP-R)

- This measure addresses the *Schools are ready for children* Outcome.
- Of the 30 eligible students, 26 attended Kinder Camp. Nineteen of those had attended preschool and had DRDP-R results available. The Kinder Camp teacher looked at the data to develop the Kinder Camp curriculum.
- Children were chosen for Kinder Camp using several criteria: no preschool, had preschool but were scoring low in academics or behaviors, or low in English language skills.
- Kings Beach has a Transition Kindergarten for younger kindergarten children.
- Most students increased one level from October 2006 to May 2007 in Desired Results 1-4.
- Results are indicative that the right group of children was chosen for Kinder Camp. The criteria used by preschool teachers to refer children to Kinder Camp is reflected in DRDP-R Area 2 scores being the lowest and the DRDP-R Area 1 being the second lowest.
- As a whole, the program needs to work on emotional well-being and social competence.

Kinder Camp Assessment

- Most students progressed in most areas from *Developing* to *Building* as a result of attending Kinder Camp.
- There was only one student who did not progress. The preschool teachers had suggested that the child not enter Kindergarten yet. After Kinder Camp, the parents agreed to another year of preschool.
- There was growth in the *Cognitive and General Knowledge* area. Similar pattern in the *Communication Skills* area.
- The teachers' comments were the most useful area of the Kinder Camp Assessment.

PreK/K Articulation Surveys

- Eleven pre- surveys were done at the articulation meeting. Both preschool teachers and Kindergarten teachers took the survey.
- Most agree that the meetings are helpful, are helping develop a stronger sense of continuity and partnership, and building consensus.
- The post assessments may be more telling.
- May want to change the 5-point scale.
- See attachment for comments from participants.

In what ways will we apply what we have learned from our data?

Age of children

- If necessary, look at the age range of children to examine how it affects programming.

Primary language

- Find a way for the program to keep track of bilingual households and not just those who are primarily English or primarily Spanish speaking.

Fathers

- Look at what would be a reasonable rate of dad involvement. Look at having a promotor to work with the fathers.

Addressing the areas of relative dissatisfaction on Parent Survey

- Look at the staffing and scheduling of the Family Room to assure that parents are able to get the help needed.
- The lowest satisfaction was in the health and nutrition areas of the Parent Survey. Might want to consider working with the other First Five partners who are funded to address those areas.
- Consider if there is a way for the Family Room to be open more evenings.
- Please see the *Family Room Survey Responses* slide for other areas the staff has identified to work on.

Surveys

- When taking a sampling of the parents, make sure to include a cross section of those parents participating. Look for a balance of ethnicity, gender, age of parents, age of children, those who attend in the day versus those who attend in the evenings, etc.
- May want to re-word *I understand the importance of reading to my children every day*. Would be nice to know the ages of the children.

ASQs

- Look at some comparisons at the next Learning Conversation. Program might be able to break the data into age groups (for instance, birth to one, one to two, etc.). Don't just report the score but the score relative to the cutoff and domain involved.
- Since 111 children did not receive an ASQ, consider ways to increase the number of children being screened with the ASQ. May be fruitful to discuss this in the evenings with dads.
- Of the three children who received more than one ASQ during this reporting period, they improved in all the domains.

Desired Results Developmental Profile (DRDP-R)

Kindergarten Assessment

The current tool does have some issues. Consider these options:

- Present the DRDP-R data the way it was done this year. The major purpose in collecting the data is to align with the State School Readiness program. Focus on Kinder Camp Assessments that will be done with all children.
- Staff might want to select some of the DRDP-R indicators rather than use all of them, and correlate the selected ones with the Kinder Camp Assessment. The assessment would need to be changed to address this.
- Since the next Kinder Camp Assessments will not be done until after July 1, 2008, this can be talked about during the 2008-09 Scope of Work discussion.
- Talk to the Kindergarten teachers to ascertain what they see as *Ready for Kindergarten*.

PreK/K Articulation Surveys

- May want to change the 5-point scale so that data is more accurate.

Next Steps:

- The leaders of this program will meet with Kindergarten teachers to come up with an assessment that will tell the readiness story.
- Next Learning Conversation: Wednesday, June 4, 10:00 am – 2:00 pm.